



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1120 W. Kaibab Lane, Flagstaff, AZ 86001

Pine Forest Education Association, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Small School
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Patricia Horn
Schedule : 8:00 AM to 5:00 PM
Grades : K-8
2004 Enrollment : 220
Web Address : www.pineforestschool.com
Phone Number : (928) 779-9880
Fax Number : (928) 779-9792
E-mail : pineforest@infomagic.net

Mission

The PFCS community, including faculty, staff and parents offers a Waldorf-inspired artistic and academic curriculum which prepares students to enter adulthood with the gifts of self-discipline, independence and reverence for the world's beauty. Our imaginative, hands-on approach to learning invites children to accept ownership of their education. This leads to mastery of analytical and critical thinking skills and prepares students for future educational challenges and opportunities.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü While acquiring competent skills, intellectual ability, and academic knowledge, students develop their own inner world of feelings. By educating each through a conscious appeal to these feelings, Waldorf education will meet true needs of individuals.
- ü Besides Main Lesson academics, rhythmic lesson structures will include storytelling, puppetry, singing, creative movement, baking, drama, painting, drawing, clay modeling, farming and gardening. All fieldtrips will enhance classroom learning.
- ü The Social Inclusion Approach to bullying and exclusion will provide a safe environment to recognize and address unhealthy behaviors. We will provide a safe avenue for effective problem solving for both victims and those acting inappropriately.
- ü Through ongoing collaboration, PFCS will continue to share information and resources with local charter schools and the local school district. We will also research potential partnership possibilities with local community organizations.

Enrollment

October 1, 2003 School Year Student Enrollment : 197
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 220

Instructional Programs

- ü Spanish and German Languages, Grades 1-8
- ü Cooperative and Non-Competitive Games
- ü Instrumental and Vocal Music, Grades 1-8
- ü Animal Husbandry, Baking, Drama,
- ü Woodwork and Handwork
- ü Open Court Reading Instruction Gr. 2-5
- ü Artistic Movement/Eurythmy
- ü Sadlier-Oxford Mathematics Gr. 3-8

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/23/2004
Last Day of School :	6/8/2005

Shared Responsibilities

School

Pine Forest School is committed to nurturing the values all parents share regarding students' health, safety, well-being and high-quality artistic and academic preparation. We provide academic challenge, artistic and practical literature resources and curriculum, and stimulate moral development in all PFCS children. We conduct frequent class evenings, parent workshops, and individual conferences. We distribute a parent handbook, a weekly newsletter and have available school policies.

Parents

Parents ensure positive attendance by providing transportation and nutritious lunches for their children. Parents are encouraged to create a rhythmic environment in the home, including sharing family meals, reducing the amount of television and media exposure, and providing an atmosphere where children may successfully complete homework. Parents also attend festival activities, parent education workshops, parent work-days to beautify our school, and volunteering on class trips.

Transportation Policy

The Pine Forest Charter School relies on the good will of our parent body to transport their children to school. Car-pooling and riding bicycles to school are encouraged. Students also utilize the services of a local charter bus for transportation to and from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Academic Scholarships to No. Arizona Univ.	2003
ü Student Honors at Greek Pentathlon	2004
ü Musical Awards Through NAU Music Department	2004
ü Honors at No. AZ Youth Art Show	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	75509	96	96	100	558	558	521	0	0	13	11	11	23	50	50	33	39	39	31
All Students (Prior Year)	18	18	75372	100	100	100	486	486	523	41	41	9	24	24	25	24	24	36	12	12	30
Female	15	15	37013	94	94	100	544	544	522	0	0	12	22	22	24	44	44	33	33	33	31
Male	11	11	38430	100	100	99	572	572	521	0	0	14	0	0	22	56	56	33	44	44	31
African American	--	--	3660	--	--	99	--	--	496	--	--	24	--	--	31	--	--	28	--	--	18
Hispanic	NC	NC	30486	NC	NC	99	NC	NC	505	NC	NC	18	NC	NC	29	NC	NC	32	NC	NC	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	17	17	35192	94	94	99	562	562	534	0	0	8	13	13	19	47	47	35	40	40	39
Students with Disabilities	NC	NC	9708	NC	NC	100	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	24	NC	NC	17
Students without Disabilities	20	20	65801	95	95	98	540	540	525	0	0	11	13	13	23	56	56	34	31	31	33
Limited English Proficient Students	NC	NC	16928	NC	NC	100	NC	NC	485	NC	NC	29	NC	NC	33	NC	NC	26	NC	NC	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	NC	36411				NC	NC	503	NC	NC	19	NC	NC	29	NC	NC	32	NC	NC	20
Non-Economically Disadvantaged	18	18	39040				552	552	534	0	0	8	14	14	19	50	50	34	36	36	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	75492	93	93	100	563	563	519	0	0	12	0	0	16	39	39	47	61	61	24
All Students (Prior Year)	17	17	75221	94	94	100	534	534	523	12	12	8	24	24	16	35	35	56	29	29	21
Female	14	14	37014	88	88	100	564	564	523	0	0	10	0	0	15	44	44	48	56	56	27
Male	11	11	38400	100	100	99	561	561	516	0	0	14	0	0	17	33	33	47	67	67	21
African American	--	--	3665	--	--	99	--	--	505	--	--	20	--	--	22	--	--	43	--	--	14
Hispanic	NC	NC	30438	NC	NC	99	NC	NC	508	NC	NC	17	NC	NC	21	NC	NC	47	NC	NC	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	17	17	35177	94	94	99	570	570	528	0	0	8	0	0	13	27	27	49	73	73	31
Students with Disabilities	NC	NC	9707	NC	NC	100	NC	NC	495	NC	NC	33	NC	NC	21	NC	NC	33	NC	NC	13
Students without Disabilities	18	18	65785	86	86	98	560	560	522	0	0	10	0	0	16	44	44	49	56	56	26
Limited English Proficient Students	NC	NC	16905	NC	NC	100	NC	NC	489	NC	NC	34	NC	NC	28	NC	NC	32	NC	NC	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	NC	36302				NC	NC	507	NC	NC	18	NC	NC	21	NC	NC	46	NC	NC	14
Non-Economically Disadvantaged	18	18	39164				567	567	528	0	0	8	0	0	13	36	36	48	64	64	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	75053	93	93	99	603	603	597	0	0	7	6	6	12	83	83	72	11	11	9
All Students (Prior Year)	18	18	73654	100	100	99	510	510	530	24	24	9	29	29	13	41	41	70	6	6	7
Female	14	14	36872	88	88	99	611	611	621	0	0	5	0	0	9	100	100	74	0	0	12
Male	11	11	38109	100	100	99	594	594	573	0	0	10	11	11	14	67	67	69	22	22	6
African American	--	--	3636	--	--	99	--	--	568	--	--	12	--	--	16	--	--	67	--	--	6
Hispanic	NC	NC	30235	NC	NC	98	NC	NC	575	NC	NC	9	NC	NC	14	NC	NC	70	NC	NC	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	16	16	35028	89	89	99	619	619	613	0	0	6	0	0	10	87	87	73	13	13	11
Students with Disabilities	NC	NC	9625	NC	NC	100	NC	NC	530	NC	NC	21	NC	NC	21	NC	NC	55	NC	NC	4
Students without Disabilities	19	19	65428	90	90	98	596	596	604	0	0	6	6	6	11	88	88	73	6	6	10
Limited English Proficient Students	NC	NC	16765	NC	NC	100	NC	NC	525	NC	NC	17	NC	NC	20	NC	NC	60	NC	NC	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	NC	36077				NC	NC	566	NC	NC	10	NC	NC	16	NC	NC	69	NC	NC	5
Non-Economically Disadvantaged	17	17	38950				622	622	618	0	0	5	7	7	9	79	79	73	14	14	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	76019	95	95	100	503	503	499	11	11	14	33	33	39	33	33	14	22	22	33
All Students (Prior Year)	23	23	76230	96	96	100	489	489	498	0	0	12	65	65	38	24	24	12	12	12	37
Female	12	12	37207	92	92	100	487	487	499	10	10	12	50	50	41	30	30	14	10	10	33
Male	NC	NC	38677	NC	NC	100	NC	NC	498	NC	NC	15	NC	NC	38	NC	NC	13	NC	NC	34
African American	--	--	3817	--	--	100	--	--	475	--	--	23	--	--	47	--	--	11	--	--	18
Hispanic	NC	NC	29458	NC	NC	100	NC	NC	480	NC	NC	20	NC	NC	48	NC	NC	12	NC	NC	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	14	14	35880	88	88	100	512	512	515	9	9	7	27	27	32	36	36	16	27	27	45
Students with Disabilities	NC	NC	9786	NC	NC	100	NC	NC	457	NC	NC	39	NC	NC	40	NC	NC	7	NC	NC	13
Students without Disabilities	14	14	66233	88	88	99	512	512	503	0	0	11	43	43	39	29	29	14	29	29	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	NC	35714				NC	NC	480	NC	NC	20	NC	NC	47	NC	NC	12	NC	NC	20
Non-Economically Disadvantaged	18	18	40266				499	499	513	13	13	9	31	31	33	38	38	15	19	19	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	76020	95	95	100	521	521	503	11	11	25	17	17	23	50	50	40	22	22	12
All Students (Prior Year)	22	22	76202	92	92	100	512	512	505	12	12	19	6	6	24	65	65	46	18	18	11
Female	12	12	37213	92	92	100	508	508	504	10	10	22	20	20	23	60	60	42	10	10	13
Male	NC	NC	38666	NC	NC	100	NC	NC	501	NC	NC	29	NC	NC	22	NC	NC	38	NC	NC	12
African American	--	--	3819	--	--	100	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Hispanic	NC	NC	29442	NC	NC	99	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	14	14	35890	88	88	100	527	527	511	9	9	15	27	27	20	36	36	48	27	27	18
Students with Disabilities	NC	NC	9784	NC	NC	100	NC	NC	485	NC	NC	58	NC	NC	19	NC	NC	19	NC	NC	4
Students without Disabilities	14	14	66236	88	88	99	527	527	504	0	0	23	21	21	23	57	57	42	21	21	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	NC	35703				NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Non-Economically Disadvantaged	18	18	40274				520	520	509	13	13	17	19	19	20	50	50	47	19	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	75673	95	95	100	531	531	530	6	6	12	28	28	25	67	67	58	0	0	4
All Students (Prior Year)	21	21	74692	88	88	99	506	506	502	13	13	18	25	25	27	63	63	47	0	0	8
Female	12	12	37099	92	92	100	524	524	548	10	10	8	30	30	22	60	60	64	0	0	6
Male	NC	NC	38441	NC	NC	99	NC	NC	513	NC	NC	16	NC	NC	29	NC	NC	52	NC	NC	3
African American	--	--	3791	--	--	99	--	--	506	--	--	18	--	--	29	--	--	50	--	--	3
Hispanic	NC	NC	29305	NC	NC	99	NC	NC	507	NC	NC	16	NC	NC	31	NC	NC	51	NC	NC	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	14	14	35760	88	88	99	542	542	550	0	0	9	27	27	21	73	73	64	0	0	6
Students with Disabilities	NC	NC	9706	NC	NC	100	NC	NC	462	NC	NC	36	NC	NC	32	NC	NC	31	NC	NC	1
Students without Disabilities	14	14	65967	88	88	99	550	550	536	0	0	10	29	29	25	71	71	60	0	0	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	NC	35541				NC	NC	504	NC	NC	17	NC	NC	31	NC	NC	50	NC	NC	2
Non-Economically Disadvantaged	18	18	40091				533	533	550	6	6	9	25	25	21	69	69	64	0	0	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	75001	95	95	99	506	506	468	11	11	37	50	50	36	17	17	16	22	22	10
All Students (Prior Year)	--	--	71167	--	--	99	--	--	463	--	--	38	--	--	41	--	--	14	--	--	7
Female	13	13	36846	93	93	99	527	527	468	0	0	36	46	46	38	23	23	16	31	31	10
Male	NC	NC	37974	NC	NC	99	NC	NC	467	NC	NC	39	NC	NC	34	NC	NC	16	NC	NC	11
African American	--	--	3720	--	--	98	--	--	446	--	--	53	--	--	33	--	--	9	--	--	4
Hispanic	NC	NC	26675	NC	NC	98	NC	NC	448	NC	NC	52	NC	NC	34	NC	NC	10	NC	NC	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	14	14	37785	93	93	99	513	513	482	7	7	25	50	50	39	21	21	21	21	21	15
Students with Disabilities	--	--	8802	--	--	100	--	--	418	--	--	79	--	--	16	--	--	3	--	--	1
Students without Disabilities	18	18	66199	95	95	99	506	506	472	11	11	34	50	50	38	17	17	17	22	22	11
Limited English Proficient Students	--	--	11710	--	--	100	--	--	429	--	--	70	--	--	25	--	--	4	--	--	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	NC	29814				NC	NC	448	NC	NC	53	NC	NC	33	NC	NC	10	NC	NC	4
Non-Economically Disadvantaged	13	13	45170				513	513	479	15	15	28	38	38	38	23	23	20	23	23	14

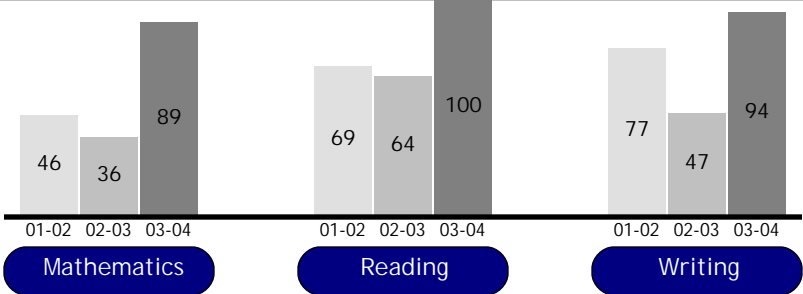
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	74918	95	95	99	542	542	497	6	6	32	11	11	19	39	39	35	44	44	15
All Students (Prior Year)	--	--	71100	--	--	99	--	--	502	--	--	25	--	--	21	--	--	40	--	--	15
Female	13	13	36805	93	93	99	551	551	501	0	0	28	15	15	19	31	31	37	54	54	16
Male	NC	NC	37936	NC	NC	99	NC	NC	493	NC	NC	35	NC	NC	18	NC	NC	33	NC	NC	14
African American	--	--	3719	--	--	98	--	--	481	--	--	43	--	--	21	--	--	29	--	--	7
Hispanic	NC	NC	26645	NC	NC	98	NC	NC	478	NC	NC	46	NC	NC	20	NC	NC	27	NC	NC	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	14	14	37773	93	93	99	538	538	511	7	7	20	14	14	18	36	36	41	43	43	21
Students with Disabilities	--	--	8801	--	--	100	--	--	448	--	--	75	--	--	13	--	--	10	--	--	2
Students without Disabilities	18	18	66117	95	95	99	542	542	501	6	6	28	11	11	19	39	39	37	44	44	16
Limited English Proficient Students	--	--	11706	--	--	100	--	--	454	--	--	71	--	--	16	--	--	12	--	--	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	NC	29785				NC	NC	477	NC	NC	47	NC	NC	20	NC	NC	26	NC	NC	6
Non-Economically Disadvantaged	13	13	45115				543	543	508	0	0	23	15	15	18	38	38	39	46	46	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	74503	95	95	99	600	600	491	0	0	9	11	11	32	61	61	51	28	28	8
All Students (Prior Year)	--	--	69001	--	--	96	--	--	490	--	--	17	--	--	37	--	--	45	--	--	1
Female	13	13	36686	93	93	99	640	640	506	0	0	5	0	0	29	62	62	57	38	38	9
Male	NC	NC	37644	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	36	NC	NC	45	NC	NC	6
African American	--	--	3677	--	--	97	--	--	475	--	--	12	--	--	36	--	--	46	--	--	5
Hispanic	NC	NC	26500	NC	NC	97	NC	NC	467	NC	NC	13	NC	NC	39	NC	NC	44	NC	NC	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	14	14	37606	93	93	99	608	608	508	0	0	6	0	0	28	79	79	56	21	21	10
Students with Disabilities	--	--	8662	--	--	100	--	--	409	--	--	37	--	--	42	--	--	20	--	--	1
Students without Disabilities	18	18	65841	95	95	98	600	600	499	0	0	7	11	11	32	61	61	53	28	28	8
Limited English Proficient Students	--	--	11608	--	--	100	--	--	430	--	--	23	--	--	47	--	--	28	--	--	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	NC	29587				NC	NC	465	NC	NC	14	NC	NC	40	NC	NC	43	NC	NC	4
Non-Economically Disadvantaged	13	13	44898				599	599	507	0	0	7	8	8	28	69	69	55	23	23	10

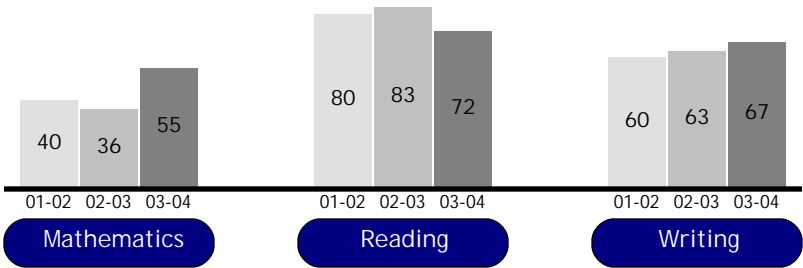
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

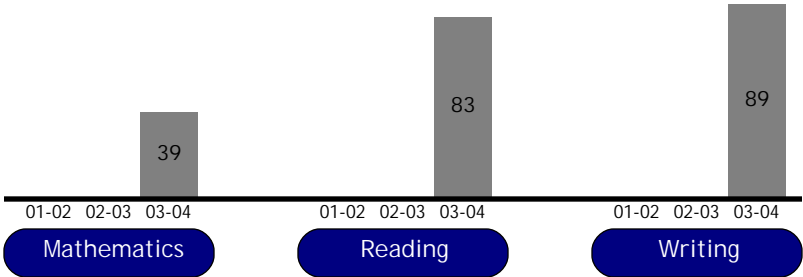
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	21	21	44	60	59	59	50	96	40	NA	58
	Language	94	30	30	39	93	47	47	43	96	43	43	50
	Mathematics	94	27	27	52	100	54	54	57	96	65	65	64
3	Reading	70	48	48	43	100	43	43	47	81	83	NA	55
	Language	70	49	49	50	100	35	35	54	85	63	63	61
	Mathematics	70	44	44	50	100	20	20	54	96	79	79	61
4	Reading	63	77	77	47	100	73	73	52	83	60	NA	56
	Language	63	66	66	45	100	56	56	48	91	34	34	52
	Mathematics	63	62	62	52	100	62	62	57	91	42	42	61
5	Reading	NC	NC	NC	46	100	69	69	50	95	74	NA	55
	Language	NC	NC	NC	43	100	47	47	46	95	61	61	49
	Mathematics	NC	NC	NC	54	100	54	54	57	95	63	63	63
6	Reading	90	81	81	49	NC	NC	NC	53	96	79	NA	56
	Language	90	66	66	42	NC	NC	NC	45	96	62	62	48
	Mathematics	90	62	62	58	NC	NC	NC	62	96	67	67	66
7	Reading	--	--	--	48	100	82	82	51	100	60	NA	54
	Language	--	--	--	51	100	80	80	54	100	71	71	58
	Mathematics	--	--	--	54	100	74	74	58	100	60	60	62
8	Reading	--	--	--	49	--	--	--	53	95	75	NA	55
	Language	--	--	--	46	--	--	--	49	95	74	74	52
	Mathematics	--	--	--	54	--	--	--	58	95	66	66	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 1 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent and Community Involvement
- ü School Safety Issues
- ü Budget and Fundraising
- ü Envisioning/Long-Range Planning
- ü Building Expansion and Development
- ü Personnel Decisions

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.60	Teacher	15.00
Other Professional Staff	.40	Teacher Aide	3.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	0	2	0	0
10 or more years	2	2	0	1

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	12
Core academic classes taught by Highly Qualified (NCLB) teachers.	12
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- ü Greenhouse, Flower and Vegetable Garden
- ü Woodshop, Handwork Room, Computer Lab

Extracurricular Activities

- ü AfterSchool Sports/Gymnastics
- ü Eurythmy Artist-in-Residence
- ü Suzuki Violin Through Flagstaff Symphony
- ü Annual Winter Faire and Other Festivals
- ü Student Council
- ü Afterschool Drama Club
- ü Afterschool Computer Club
- ü Yearbook Club

Social Services

- ü Counselling and Health Education
- ü Before/After School Care and KinderCare
- ü Adult Education: The Parent University
- ü Parent Teacher Association Scholarships

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü SAT9 and AIMS scores demonstrate success of our developmental approach with scores rising as students proceed higher through the grades. Last year, our National Percentile Rank for our Seventh Graders was 82% Reading, 74% Math and 80% Language.
- ü Our well-trained faculty has come to Pine Forest from all corners of the U.S., as well as from Europe. Nationally recognized Waldorf master educators have visited our school and positively reviewed our curricular programs.
- ü Once again, we are a complete K-8 program. Our enrollment has increased in every grade and the overall enrollment projections show a near capacity enrollment.
- ü The PFCS approach to behavioral management effectively reduced referrals of students to the administration. Members of our school community who could not comply voluntarily left the school. There were no expulsions at Pine Forest this year.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	5	10	9	9
Promotion Rate ⁸	97	98	98	94
Retention Rate ⁹	2	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	85	38
Grades 3-4	73	73
Grades 4-5	92	93
Grades 5-6	79	73
Grades 6-7	83	100
Grades 7-8	73	73

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a high ratio of adults to students, enhanced by many parent volunteers. Our counselor and health teacher offer conflict resolution skills support. Our prevention program is supported through Waldorf curriculum, health education and local community agencies. We train children in safety first when participating in challenging physical activities. We invite firemen, police officers and health professionals as guest speakers.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Patricia Horn/Michael Heffernan	(928) 779-9880
Transportation Policy	Michael Heffernan	(928) 779-9880
Community Resources	Nancy Ryan/Michael Heffernan	(928) 779-9880
School Nutrition Programs	Jennifer Sonafrank/Bernice Hall	(623) 779-9880
Parent Organization	Teresa Lane	(928) 779-9880
Student Health/Nurse	Jennifer Sonafrank/Bernice Hall	(928) 779-9880

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.